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ABSTRACT

In research on second language instruction, the researcher's knowledge of the learner's background has not always been central in data collection. However, data collection is part of a research design that should include both a description of the sample population and the role of the learner in the decision to carry out a given study. Learner-oriented data-collection methodology can contribute to the study of adult second language learners' performance in a formal learning setting. Elicitation procedures are generally preferred because they allow limitations of the information collected. With knowledge of the learner's background, the researcher can ask appropriate questions, obtain rich and insightful information, and get results reflecting learners' potential competence. On the other hand, elicitation may disturb normal patterns of language use. Learner-oriented tasks should be learner-specific, designed to call on the learner's awareness and judgment, where possible, and be tested for native-like validity. Steps in the design of such tasks include defining the population, collecting general information through a preliminary study, selecting measurement instruments, and piloting the instruments. (MSE)

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VIEWS ON LEARNER-ORIENTED DATA COLLECTION METHODOLOGY

Paper presented at the 24th IATEFL Conference, Dublin, March 1990

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Abstract

Methods of collecting data in second language research include classroom observation, diary studies, interviews, tests, questionnaires, and many others. Each of these has its strengths and limitations. However, the decision to use a given method depends, among other factors, on (a) the aim of the study, (b) the nature of the data, and (c) the researcher's knowledge of the learner's background. By 'nature of data' one implies the traditional distinction often maintained between spontaneous and elicited data. While spontaneous data are collected in rather natural conditions, ie., where the learner is let to express himself freely, the elicited data require the researcher to put some constraints on what the learner has to say or write. However, the third factor, ie., the researcher's knowledge of the learner's background, has not always been in the focus during the process of collecting data. It is argued in this paper that data collection is part of research design which should include not only a description of the sample population, but also the role of the learner in the decision to carry out a given study. This paper is then an attempt to show how a learner-oriented data collection methodology can contribute in the study of adult L2 learners' performance in a formal learning setting.

0.1 Introduction

It is assumed that a learner's performance in a language may give some indication of his competence in that language. Learner performance is to be understood as the actual use of the language, i.e., all types of language use, whether written or spoken, literary or everyday. Similarly, studies of learner's performance have a choice to make between which various types of language use to investigate. The same thing is true with the way one has to collect data[1].

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Among the many ways used to collect information from L2 learners, elicitation procedures seem to be the most preferred because they offer the possibility of limiting the information/data one wants to collect. When one is considering, for instance, the development of a given structure, it is necessary to gather as much information as possible. In which case, spontaneous data would be of much greater help. But, when one is interested, let us say, in the learners' ability to perform a given structure in a given context (eg the 'use' of indefinite articles in embedded sentences), it would be essential to put certain constraints on the learners.

Similarly, in our project[2]where we are concerned with the use of 'past tense verb forms' and the way L2 learners relate them to 'time reference', we take the view that learner-oriented studies can provide the researcher with a comprehensive evaluation of the learner. Accordingly, learner-oriented elicitation procedures seem an appropriate data collection method that can allow the researcher to capture the learner's creative abilities in second language learning. This view is based on the claim of the IL hypothesis that SLA is a 'creative construction process'.

- But how does one choose the type of data to collect ?

- What is the basis of such a choice ?

Brown's (1988) distinction between primary and secondary research gives some indication as to how data can be collected. The first type of research reminds us that one is dealing with new and real data, while the second is concerned with reprocessing information from existing data. In other words, primary research requires the researcher to initiate the study and to consider all the steps involved in gathering the necessary data while secondary research bypasses these considerations. Because of such a major advantage - offered by primary research- it was found appropriate for our project to use 'primary research' as a starting point.

But first, let us offer a brief outline of what is meant by elicitation procedures before considering the rationale behind the use of such procedures in collecting data from L2 learners.

0.2 Selected Views on Elicitation Procedures.

0.2.1 Definition and purpose.

Corder(1981)[3]defines an elicitation procedure as any procedure which causes a learner to make a judgement about the grammatical acceptability of a form, or provokes him into generating a linguistic response. It is clear that his judgements and responses can only be based on the grammar of his IL. According to Corder, elicitation procedures are used to find out something specific about the learner's language, not to get him to talk freely. By using controlled elicitation, the learner is constrained to produce only what is required, causing him to exhibit a fair picture of his knowledge in that particular area, including errors.

It follows that elicitation procedures require the learner to be able to make judgements about what he is expected to do or say. In order to get the learner to make the required judgements or responses, it is important that constraints should be placed on him so that he is forced to make choices within a severely restricted area of his linguistic knowledge. Such knowledge is generally the result of what the learner has been taught, and draws very little upon other sources of learning.

One has consequently to take into account 'conscious knowledge' when collecting data. Some linguists (Adjemian 1976; Corder 1973,78,81; Tarone 1979,88; Lund 1986) recommend using awareness tasks because they activate 'conscious knowledge' about the language. According to Lund[4](1986) linguistic awareness tasks can show what learners know or think they know about a language, as reflected in various kinds of performance, such as judgements of grammaticality, appropriateness or ease of comprehension, identification of errors, and correction of errors. That is, using linguistic awareness tasks emphasizes the possibility that learners may be aware of all the relevant systems (NL IL TL) and perhaps of the difference among them.

In short, the prime objective of elicitation procedures is to get the learner to reveal what he knows by responding to various types of tasks. Some of the questions to get elicited data would include the following:

- Can learners make accurate grammatical judgements ?
- Do they know when it is appropriate to use particular forms in given contexts ?

- What is their degree of comprehension of given structures ?
- Can they identify errors and eventually correct where required ?
- What particular reliance on prior knowledge is characteristic in the learner's performance ?
- What learning strategies are available to the learner ?

The argument is that it is important that elictation procedures be based on the learner's IL. But, like any other technique, elicitation procedures have limitations as well as strengths.

0.2.2 The Strengths of the Procedures.

The main role of elicitation tasks, as outlined above, is to isolate the desired structure of the IL that one wants to analyse. That is, when tasks are designed on the basis of the researcher's knowledge of the learners, the actual results are likely to provide a true picture of the individuals involved. In Corder's (1981)[5]terms, the researcher "must have some prior hunch or hypothesis about the possible nature of the learner's IL as a guide, otherwise he will simply be shooting in the dark".

In other words, therre are obvious advantages when one collects data with some knowledge of the learners' background: (1) appropriate questions can be asked on the learners' potential performance, (2) rich and insightful information can be obtained, and (3) the results are likely to reflect learners' potential competence.

Wode (1983)[6], for instance, found that the elicitation through interviews were particularly enlightening for literal translation based on lexical equivalences and for insights into how children manage to avoid certain structures. He therefore claims that L2 speaking children try to side step structures which they have not yet mastered, and that they tend to substitute other constructions more completely at their command, or which are simply more familiar to them. These examples illustrate the switching strategy described in Wode's informants.

Lars was asked to translate the negative form
of the sentence: *Heiko has not caught a snag.*

4

He used a substitute form instead, saying:
Heiko missed the snag.
He did the same thing with another similar example.
He was asked to translate: *You should not come home.*
He said *You can stay.*

Such findings lend further support to the idea of using tasks based on learner's previous or potential knowledge of the language, simply because learners' awareness is focused more on their own experience of the language than on the information requested by the researcher.

0.2.3 Some limitations of the procedures

There are, however, problems when using elicitation procedures. Burmeister and Ufert[7](1980) collected two types of data from five German children engaged on spontaneous speech and translation tasks in a longitudinal study, and they identified the following areas of differences:

1. In the elicited data there was a higher level of L1 interference than in the spontaneous data.

2. Under experimental conditions the children often fell back on the structures that belonged to previous developmental stages.

3. The elicited data suggested that the children attempted to avoid certain structures such as complex negatives.

4. The elicited data were marked by quite a number of structures which never or rarely occurred in spontaneous speech. These unique structures may have been the result of experimental conditions inducing the children to exploit their linguistic knowledge to the utmost.

On the basis of these differences they claimed that in styles which were based on certain types of elicitation *the normal pattern of language was disturbed.* They observed that the children made use of a variety of strategies which would not occur in natural conversation. And they argued that those strategies led to an

erratic performance, with the transfer of L1 forms intermittently surfacing.
On the other hand, Wode (1983) observed that elicitation in L1 causes the production of more advanced data than is evidenced spontaneously, while in L2, it generally provokes the production of a variety of structures, some not used spontaneously at all. In view of these arguments, one may wonder whether (a) it is possible for the learner to avoid interference from L1 in a translation task, and (b) such findings do not constitute the very answer to an overall understanding of what to expect from elicited data. Such behaviours should be of no surprise to a researcher with a clear knowledge of the learner's potential patterns.

0.3 The Design of Elicitation Tasks for L2 Learners.

0.3.1 The Rationale for the Design

The elicitation procedures were chosen for two other reasons: Theoretically, Meara (1984)[8]argues that second language researchers all too often concentrate their effort on the same sort of phenomena that have previously been the focus of attention in linguistics, instead of deciding for themselves what their priorities are, and developing tools to deal with them. This, of course, is a criticism which could be applied to most academic disciplines where the majority of researchers prefer secondary research because existing data are available. But in this paper, it is believed that one would be on a safer ground with primary rather than secondary data. However, some researchers have good reasons to concentrate on the same phenomena, especially when those phenomena are problems never solved because, among other reasons, changing conditions do not give researchers enough time to see what happens in a controlled situation.

The second reason is rather a practical one. The type of learners involved in our project, ie., adult learners in a formal learning setting, require particular attention and adaptation of tools to be used. Unlike children, adult learners in formal Institutions are expected to behave in a way that makes them constantly aware of their own abilities, i.e., of what they can or cannot do or say, and even of their linguistic limitations. This view is illustrated later with some responses from the informants in the preliminary study.

One may therefore conclude that adult L2 learners have an advantage in that they possess a system that allows them to explain or judge the content of any piece of information submitted to them by using deductive and analytical abilities. They can also sustain mental effort, especially when they are motivated, and consequently have a critical mind that needs to be explored fully when collecting data from them.

It follows that in order to design tasks which are learner-oriented, account must be taken of the learner, i.e., his proficiency in the language, his linguistic environment, his level of education, and also of his awareness and judgement potentials. These are the conditions referred to in the project as a platform for the design of the tasks. The argument is that with learner-oriented tasks, one can get the most accurate reflection of the learner's competence in a particular language. Learner-oriented tasks are tasks that should be designed on the basis of three main conditions:

1. *They have to be learner-specific,*

That is, tasks should take into account (1) the age, (2) the level of education, (3) the learner's proficiency level (knowledge of the language), and (4) the linguistic environment. Such background knowledge is important because it guides the researcher in the choice of task structures which should not be arbitrary, but rather justified in terms of their relevance to the learner.

2. *They should be designed in such a way that they call on the learner's awareness and where possible his judgement.* (see questionnaire on the preliminary study.)

3. *They should be tested for Native/Target-like validity,* as described under step 4 below, i.e., piloting the instruments.

All these conditions should be unambiguously reflected in the design of the tasks. That is, the tasks should reflect not only what the learners know or are supposed to know, but also whether they are aware of limitations in their abilities to perform certain activities. According to Tarone (1988),[9]elicitation tasks in which learners are asked to make judgements are viewed as " the best sort of data to use ... in constructing the grammar of language".

To understand the importance of awareness or the impact of 'conscious learning' in constructing the grammar of English, one could consider the way some verbs form their past tense in English: some verbs double their consonants while others do not. For instance, *'refer'*, *'permit'*, double their consonants in the past, while other verbs such as *'order'*, *'limit'* do not. Several ways may be referred to explain English speakers' ability to interpret past tense formation of these verbs. Only three are suggested here:

- Judgement of acceptability: correct or incorrect
- Authoritative interpretation:
  - English rules for some verbs.
  - Photographic memory.
- Metalinguistic explanation: The position of stress.

The metalinguistic explanation specifies that ' verbs that carry the stress on the last syllable double the last consonant in the past, but those that carry the stress on the first syllable do not'. Such an explanation cannot be expected from a child or an uneducated speaker of English. In addition, there are counter-examples to this rule. Verbs such as *'import'* and *'travel'* do not seem to follow the rules.

The next and last section of this paper attempts to show how the knowledge of the learner's background as described above can be reorganised into steps towards designing learner-oriented tasks.

0.3.2 Steps in the Design of Learner-oriented tasks.

Linguists who have proposed models of all kinds have also stressed that no models, specially in human sciences can be claimed as standard, or even scientific, because of the ever changing nature of human beings. Models in human sciences constitute, at best, guidelines that need adaptations or modifications to fit the needs of the research. This view is shared here in that the following steps constitute only guidelines for the understanding of the whole process of data collection in a formal setting:

- *step 1: defining the population to be studied.*

The population from which one wants to draw a sample needs to be well identified, as suggested in the first set of conditions. A specification of what characterises a group of learners is important because it helps in the choice of tasks and sets the parameters for research generalisations. The subjects involved in our project are all adult student trainees learning English in a Teachers Training College. Three groups were selected randomly from three different study levels or education levels, ie., G1, G2, G3. All the subjects live in a multilingual environment, with French as the dominant official language.

- *step 2: collecting general information through a preliminary study:*

A preliminary study is an essential step especially in primary research studies. It allows one to collect basic and reliable information on the informants to be investigated which one cannot find in any existing data. It also reveals the type and importance of the language problems faced by the learners.

The questionnaire used for the preliminary study for the project was composed of two main parts. In the first section on 'Learner's background', the informants were asked to provide some basic information: names, sex, languages spoken, study level and their own ranking of their English knowledge. The main exercise in this section consisted of writing a paragraph with the following instruction: 'Write a paragraph of 10/15 lines on your personal experience. Start your text with one of these: When I was...; One day when I...; When I first...'.

The second part of the questionnaire was made of open-ended questions[10]to allow the informants to report freely on their 'Language Learning Habits'. The section had four subdivisions:

A. Learning strategies: 15 questions.

B. Communication strategies: 10 questions.

C. Personality/Affective habits: 10 questions.

D. Language transfer: 5 questions.

At the end of the questionnaire, a rounding question was given to check on the importance of such a questionnaire for the informants as learners of English.
The questionnaire provided the researcher with two types of information: Firstly, specific and practical responses to various questions about the learners' learning processes. In particular, the researcher was able to determine:

A. From a language learning point of view:

1. What types of activities can learners carry out.
2. The degree of control they have over learning.
3. The degree to which learners influence the learning of others.
4. Learners' views as language processors, performers or problem solvers.
5. Learners' ability to evaluate/monitor their own performance.

B. From a pedagogical point of view:

1. The extent to which their learning is influenced by the instructional environment.
2. The way the materials are presented to them.
3. The role of the teacher: He is their major source of knowledge and direction, he is also a guide in the process of learning.

Secondly, the researcher was able to retrieve specific information about learners' perception of verb forms and the way they are related to time in given contexts. An illustration of learners' difficulties with verb forms is given in the appendix.

From these examples, it appears clearly that the informants have some obvious language difficulties. The global results (not given here) show that Group one (G1) informants in particular seem to have various and serious difficulties with verbs. There is in this group evidence of lack of knowledge of verb forms, as illustrated by phenoma such as overgeneralisation, and the predominance of non-past verb forms although they were instructed to write on past time events.

The first stage identified in this preliminary study includes two types of learners. Those with some fair knowledge of function of verbs (pastness) but need to acquire morphological markers, and the others who have a variety of morphological markers for the same function (pastness). The claim is that the match between form and function for these two types of learners constitutes a step towards tense complexification. And learners who succeed in refining their knowledge further are able to realise that form and function are not always directly related in some types of linguistic contexts.

The search for an explanation of these problems led the researcher to discover that there were two types of informants in this respect: one that worked from the assumption that 'pastness' could be expressed through syntactic devices - such as time adverbs - and not necessarily by marking the tense of the verb. The informants in this group do not mark the verbs morphologically. The other group, however, seemed to work from the assumption that past tense marking is the only way to express 'pastness'. But, with their limited knowledge of past tense forms, they marked the tense in various ways, some standard and others non-standard.

The identification of these IL forms, i.e., tense marking, verb choice and the function 'pastness', provided the researcher with some indication of how such IL verb forms could be investigated in a more systematic way. In particular, the preliminary study revealed:

1. To what extent the phenomena observed in the preliminary study could be analysed in a more systematic way .

2. To what extent English L2 learners, from different eductional levels, vary in their perception/understanding of tense and temporality.

3. Whether one can explain L2 learners' performance of tense marking and temporality in terms of learners' awareness .

4. The kind of influence the verb type - regular or irregular - has on the use of verbs, and in particular on tense marking.

Using this information as a background, it was possible to decide on which instruments to use in a systematic collection of data for the main project.

- *step 3: selecting instruments of measurement:*

Assuming that a particular measurement can only cover those attributes one wishes to measure, great care had to be taken to define adequately the measuring instruments that were to be used in the project.

Although one cannot offer an exhaustive description of the numerous instruments used for elicitation, one may however mention those which are used frequently in second language research. Based on no particular order or importance, the following instruments can be used to elicit information from second language learners: (a) interviews, (b) questionnaires and (c) tests.

Among these instruments, written tests were chosen as a more appropriate instrument to elicit information from adult learners in this project, both in the preliminary as well as in the main study. The tasks included in the tests were based on a range of activities involving judgement and awareness. In addition, the selection of linguistic contexts had to be based, not upon the description of the target language, but upon what was known of the learners' IL. This, to be able to elicit what learners know or do not know about given structures, and to check the extent of their achievement and creativity in a given activity.

In order to ensure that sufficient information be collected, it was decided to make use of at least three different types of activities (a) because of the existence of various levels of information conveyed by verb forms, i.e., morphological, syntactic and semantic, and (b) because according to Alderson (1981), one should give testees a fair chance by giving them a variety of language tests[11], simply because one might be wrong: there may be no best test, or there may be not one general language proficiency, but several. That is, learners cannot be expected to perform equally in different tasks, some tasks will be easier for some learners than for others. It is important that differences in learners' abilities have to be taken into account. By giving a diversity of tasks, one increases the chance of obtaining a fair average of the learner's competence.

- *step 4: Piloting the Instruments:*

Two of the main reasons for conducting a pilot test are (a) to ensure that questions are free from ambiguity and thus appropriate for the purpose of the study,

and (b) to obtain a full understanding of exactly how native speakers would interpret the questions or structures. Kilby (1984) claims that piloting tests has the advantage of getting from the native speakers an accurate account of the structures of their language in the vast majority of instances. The reason is that native speakers can make good use of their intuition when describing or explaining structures from their own language. It is also an opportunity for native speakers to give their views on the suitability of texts, formats and items so that one can make any necessary changes on the basis of the feedback received. In our project, the pilot test was given to both native and non-native speakers of English, all MA students at Durham University. A detailed summary of the results can be found in the main project.

In short, the conditions referred to above, ie, 'tasks have to be learner-specific, tasks should be designed in such a way that they call on the learner's awareness and where possible his judgement, and tasks should be tested for Native/Target-like validity', as well as these steps have only one objective: *to design tasks that are appropriate and relevant to the target population.*

0.4 Conclusion.

What has been suggested in this paper are a few general guidelines for data collection appropriate to a given type of learners. By following certain steps based on certain conditions, it becomes possible to get a rich and precise set of information concerning the characteristics of a given group of learners. Such a view suggests three important points:

(a) that a piece of research is unique; that it has its own subject population requiring given data collection procedures and, consequently, it needs its own level of analysis.

(b) that the use of data collection procedures which are not adapted to the population being investigated may give inaccurate results, and

(c) that the researcher is likely to be on a safer ground if the research may start with a small corpus, and from there project the results to a larger body of corpus for further investigations.

To sum up, it has been argued that elicitation tasks which are based on learners' previous knowledge can allow one to maximise the chances of obtaining valid and reliable data. It is also argued that the learning situation faced by adult second language learners and, as a matter of fact, the way one collects data should be considered differently from other learning situations, even though the study of one type of learners will necessarily include some overall knowledge of the whole process of SLA.

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However, any misinterpretation of any aspect in this paper is our sole responsability.

Notes

1. The abbreviations used in the paper include: L1 for first language; NL for native language; TL for target language; L2 for second language; and IL for Interlanguage. In this paper, 'he or him' is used for both male or female learner.

2. The project referred in this paper is a PhD research in progress on the use of 'verb forms and temporality' by adult L2 learners of English in a formal learning setting. 'Verb forms' refer to the conjugated items of the finite verbs, and temporality means 'reference to and perception of time' by L2 learners. Three groups of (learners) informants were randomly selected from three different proficiency levels in a Teachers' Training College. These groups are referred to here as G1, G2, and G3. In order to gather information for the study, four different tasks requiring different manipulations of verb forms were given. The informants were requested (a) to fill in blanks using appropriate verb forms in a 'Selective Deletion Gap Filling Task', (b) to correct incorrect verb forms in a 'Verb Correction Task', (c) to select acceptable verb forms in a 'Modified Multiple-Choice Task', and (d) to associate verb forms with appropriate time orientation in 'Grammaticality and Tense-time Relationship Task'. These four different tasks suggest that the informants would apply different types of knowledge in every individual task. In this way every task is likely to produce a different profile of the learners involved.

3. S.P. Corder, *Error analysis and Interlanguage,* O.U.P., Oxford, 1981, p 61.

4. R. Lund, *The formal accuracy of college German students with the finite verb on a communicative production task and linguistic awareness tasks,* PhD Dissertation, University of Minnesota, pp. 7-8.

5. S.P. Corder, ibid, pp. 61-62.

6. H. Wode, *Learning a Second Language,* Gunter Narr Verlag Tubingen, p. 88

7. Burmeister and Ufert's study reported in R. Ellis, *Understanding second language acquisition,* O.U.P., Oxford, 1986, p.88.

8. P. Meara, " Vocabulary acquisition: a neglected aspect of language learning," in A. Davies, C.Criper and A.P. Howatt (eds), *Interlanguage,* Edinburgh University Press, Edinburgh, 1984, p. 229.

9. A. Tarone, *Variation in Interlanguage,* Edward Arnold, London, 1988, p. 135.

10. Space does not allow to include the entire questionnaire, so only a few selected questions can be found in appendix B.

11. In the main project, four different tasks have been used, i.e., Selective Gap-filling, Verb Correction, Multiple-choice, and Tense-Time relation to ensure that various levels of verb forms can be investigated.

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A. IL VERB FORMS FROM L2 LEARNERS' DATA.

Past Verb Forms

1. She **'saws'** that I become wicked daughter.
2. She went to the place where lived a wiseman and **'tolds'** him that...
3. I **'beated'** someone who was not to my level.
4. I didn't see a car and I **'sleeped'** there.
5. She decided to **'gave'** some presents to whom

will succed and I **'were'** among those girls.

6. I came with him at home, it was true that my aunt **'was die'.**

Non-past Verb Forms

1. Last week my grandbrother **'try'** to explain to her the state which I am.
2. When I was in secondary school my parents **'love'** me a lot.
3. If she tried to call me, I **'feel'** angry.
4. One day when I **'want'** travell to Bandundu and I arrived

to the barriere to look for a car who **'can'** travell to Bandundu.

5. I passed in the house my sister **'tell'** me the messagers for my mother...

B. OPEN-ENDED QUESTIONS ON LEARNING.

Question A.2: How do you encourage yourself to learn more in English ?

A. Reading:	0.71
B. Through Contacts:	0.55
C. Listening:	0.26
D. Attending lectures:	0.22
E. Speaking/Singing:	0.22
F. Writing:	0.06

Question A.7: You are reading a text/book and suddenly you come across a difficult but important word, what do you do ?

A. Consult a dictionary:	0.84
B. Guess the meaning through context:	0.45
C. Ask help from someone:	0.19
D. Take note to consult dictionary:	0.10

Question B.4: In which language do you find it easy to speak: (a) to your friends ? (b) to teachers ?

A. Friends:	- French:	0.26
	- English:	0.16
	- Both:	0.32
B. Teachers:	- English:	0.51
	- French:	0.12
	- Both:	0.16

Question B.5: You are speaking, then suddenly you realise you cannot pronounce an important word related to what you are saying, what will you do ?

A. Find correspondence in French:	0.42
B. Find another similar word:	0.29

C. Ask for help: 0.26
D. Refer to example: 0.12
E. Abandon talk/idea: 0.10

Question C.1: How did you feel when you started learning English ?

A. - (Very) pleased: 0.29
   - Excited: 0.12
B. - Afraid/Unsure: 0.35
   - Worried/anxious: 0.10

Question C.2: What made you study English in the first place ?

A. Learn another language: 0.26
B. Necessary means of communication: 0.22
C. Interest in English: 0.22
D. Jop opportunities: 0.12

Question D.3: Which language between French (b) and mother tongue (c) in question 2 helps you or confuses you in your learning English ?

A. Help: - French: 0.71
         - Other languages: 0.03
B. Confuse: - French: 0.16
            - Other languages: 0.22
C. Neither help or confuse: 0.06

Question D.4: When you are short of words, you sometimes borrow words from other languages. Which language do you often get them from ?

A. French: 0.80
B. Other languages: 0.03

END

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